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ABSTRACT

One of a series of activity guides, this publication offers a variety of learning activities and resource materials for intermediate grade students. The activities and resources include: a calendar which lists important days and birthdays in March, April, and May; poems; word puzzles and other puzzles; science activities; language arts activities; self-awareness activities; mathematics activities; activities to develop skills in the team sport of softball; activities to develop an awareness of the importance of leisure time; and "sponge" activities for times when there are a few spare minutes in the day. Several of the activities are related to the spring months. (DC)

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Spring

CLASSROOM IDEAS

Intermediate Edition

OFFICE OF CLAUDE W. RICHARDSON
KERN COUNTY SUPERINTENDENT OF SCHOOLS
DIVISION OF INSTRUCTIONAL SERVICES
Curricular Services

SPRING 1983

VOLUME 6

PS013667

INTERMEDIATE CLASSROOM IDEAS

SPRING 1983

VOLUME 6

Compiled By:

CURRICULAR SERVICES

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Spring WORD SEARCH

WORD LIST

March
wind
shamrock
St. Patrick
green
April
showers
rabbit
umbrella
Easter
baskets
eggs
May
sunny
warm
bees
flowers
summer

O	D	B	N	B	A	S	K	E	T	S	E	A	L
C	W	N	C	U	G	R	E	E	N	B	A	M	E
S	T	P	A	T	R	I	C	K	E	Y	S	A	Z
U	G	O	V	T	F	G	X	E	M	U	T	P	A
N	T	G	D	E	M	P	S	H	O	W	E	R	S
N	H	S	E	R	M	A	R	C	H	J	R	I	U
Y	A	M	A	F	L	O	W	E	R	S	L	L	M
G	I	W	E	L	K	X	R	Z	X	P	Q	Y	M
S	F	Q	T	I	B	B	A	R	W	I	N	D	E
K	A	L	L	E	R	B	M	U	P	B	T	H	R
J	R	R	I	S	H	A	M	R	O	C	K	Q	V

HIDDEN WORD:

The sleeping caterpillars will soon become

_ _ _ _ _ _ _ _ _ _ _ _.

Spring

March

3	Japan: Doll Festival NATIONAL ANTHEM DAY
10	First Successful Telephone transmission
15	MAINE: State of the Month: Admission Day (1820)
16	JAMES MADISON: birthday (1751)
17	ST. PATRICK'S DAY
19	American Agriculture Day
21	FIRST DAY OF SPRING Mexico: Benito Juarez: birthday (1806)

A drop of rain!
The frog wiped his forehead
With his wrist.

ROBIN'S SONG

Robin's song is crystal clear
Cold as an icicle,
Sharp as a spear.
I have seen Spring lift her head,
Snowdrops a-shivering,
Winter dead.

THE RAINS OF SPRING

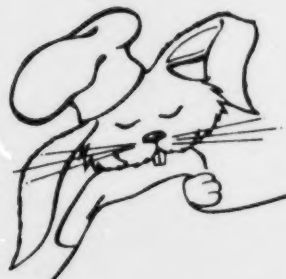
The rains of Spring
Which hang to the branches
Of the green willow,
Look like pearls upon a string.

DAFFODILS

In spite of cold and chills
That usher in the early Spring
We have the daffodils.

LESSON FROM A SUN-DIAL

Ignore dull days; forget the showers
Keep track of only shining hours.



April

1	April Fool's Day
3	EASTER
13	Thomas Jefferson: (birthday) 1743
30	LOUISIANA: State of the Month: Admission Day (1812)

IN TIME OF SILVER RAIN

In time of silver rain
The earth
Puts forth new life again,
Green grasses grow
And flowers lift their heads,
And over all the plain
The wonder spreads
Of life,
Of life,
Of life!
In time of silver rain
The butterflies
Lift silken wings
To catch a rainbow cry,
And trees put forth
New leaves to sing
In joy beneath the sky
As down the roadway
Passing boys and girls
Go singing, too,
In time of silver rain
When spring
And life
Are new.

EASTER

The air is like a butterfly
with frail blue wings.
The happy earth looks at the sky
and sings.

THAT MAY MORNING

That May morning - very early -
As I walked the city street,
Not a single store was open
Any customer to greet.

That May morning - it was early -
As I walked the avenue,
I could stop and stare and window-shop,
And hear the pigeons coo.

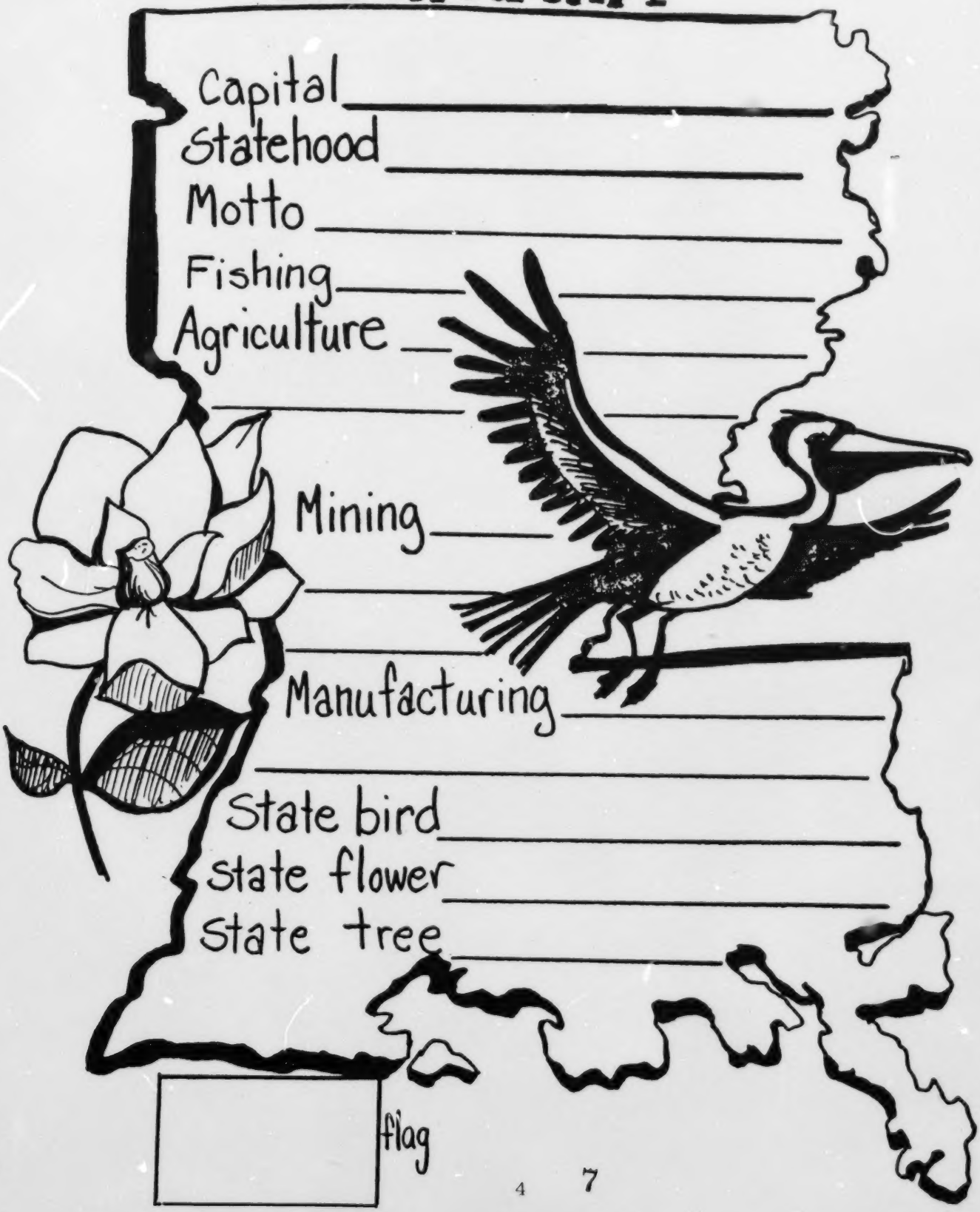
Early, early that May morning
I could skip and jump and run
And make shadows on the sidewalk,
Not disturbing anyone.

All the windows, all the lamp posts,
Every leaf on every tree
That was growing through the sidewalk
Seemed to be there just for me.

May

1	May Day
5	Mexico: Cinco de Mayo
8	MOTHER'S DAY
11	MINNESOTA: State of the Month: Admission Day (1858)
29	John F. Kennedy: birthday (1917)
31	MEMORIAL DAY

LOUISIANA



Capital _____

Statehood _____

Motto _____

Fishing _____

Agriculture _____

_____

Mining _____

_____

_____

Manufacturing _____

_____

State bird _____

state flower _____

State tree _____

flag

MINNESOTA

Capital _____

Statehood _____

Motto _____

Chief Products

Agriculture _____

_____

Mining _____

_____

Manufacturing _____

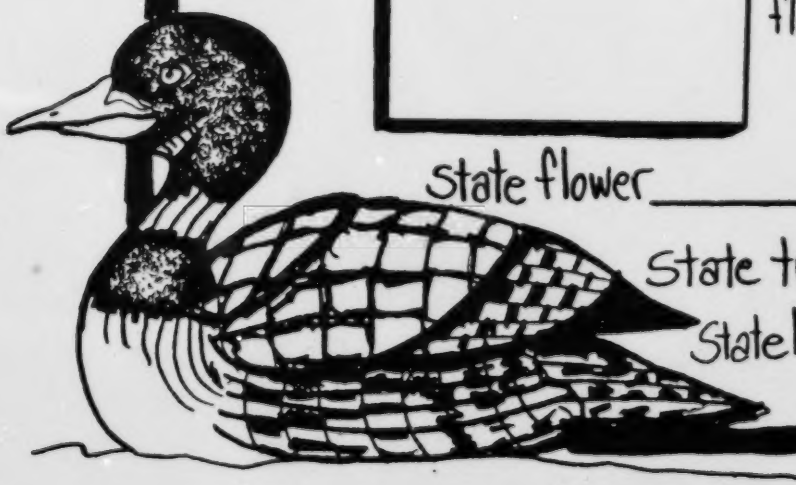
_____

flag

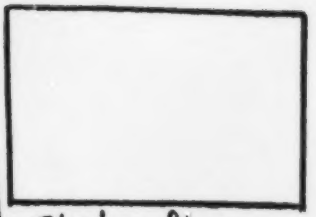
State flower _____

State tree _____

State bird _____



MAINE



State flag

Capital _____

Statehood _____

Motto _____

State flower _____

State tree _____

State bird _____

Chief Products

Agriculture _____

_____

Manufacturing _____

_____

Mining _____

_____

Fishing _____

_____

STATE-OF-THE-MONTH REVIEW

Match the States below with their capital cities by drawing a line between each pair.

Then write the names of the States in alphabetical order on the lines below the list. Do the same with the capital cities. (Hint: Use "St. Paul" just as it is written as the word "Saint" is not spelled out in the city's name.)

STATES	CAPITAL CITIES
Wyoming	Santa Fe
Arkansas	Pierre
North Dakota	Baton Rouge
South Dakota	St. Paul
Mississippi	Augusta
New Mexico	Cheyenne
Oregon	Salem
Maine	Bismark
Louisiana	Jackson
Minnesota	Little Rock

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

SUPER CHALLENGER!

This is no ordinary hidden word puzzle. In order to complete it correctly you must follow all the special rules below.

HOW MANY WORDS CAN YOU MAKE FROM THE LETTERS IN:

First Day of Spring

RULES:

1. Each word must be at least five letters long.
2. You may repeat a letter only if the letter appears more than once in the phrase above.
3. Plurals of words and words with "s" and "ing" endings may be used.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____

March 21st is the
FIRST DAY OF SPRING!!!

Experimenting With Growing Plants

Name _____

Directions:

1. Place several layers of paper towels in a container and wet with water.
2. Place 3 - 5 seeds on the wet paper towels.
3. Cover the container with aluminum foil and keep the toweling moist.
4. When the seeds have sprouted, mark the roots according to the instructions given by the teacher.
5. After marking the roots, draw a picture of a sprouted seed (seedling) in the "Before" space below.
6. Place the seedlings back in the container and let them grow for one or two days.
7. Observe the seedlings once again and look for changes that have occurred.
8. Draw a picture of a seedling in the "After" space below and answer the questions.

Before:	After:

Questions:

1. What happened to the distance between the dots on the roots of the seedlings you marked? _____

   _____

2. According to the results of your observation, where does most of the growth of a root take place? _____

   _____

_____ Date _____

Container A	Container B
Upright.	Upside down for several days.

Questions:

1. In Container A, in which direction did the roots of the seeds grow?

   _____

   The stems of the seeds? _____

2. In Container B, in which direction did the roots of the seeds grow?

   _____

   The stems of the seeds? _____

3. Did changing the position of Container B (on its side and upside down) change the direction the roots or stems grew? _____

   Explain your answer. _____

   _____

   _____

   _____

Checked by _____ Date _____

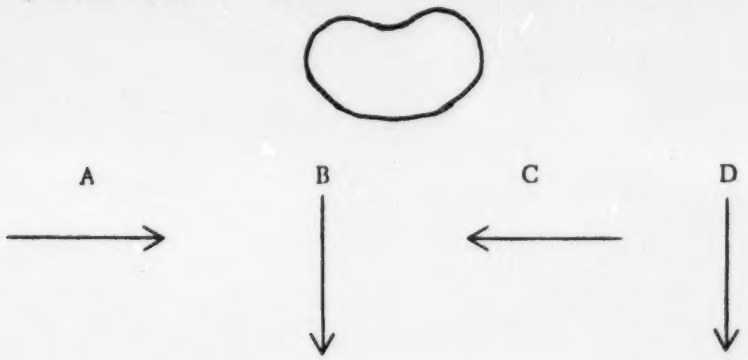
NAME _____

Directions:

1. Prepare two germination containers according to the instruction of your teacher.
2. Mark one container "A" and the other container "B".
3. Keep Container "A" upright throughout this experiment.
4. Container "B" will be placed in the following positions: (Your teacher will tell you when to change it.)
   a. Upright
   b. On its side.
   c. Upside down.
5. Draw a picture of what you observe and answer the questions.

Container A	Container B
Upright, after the seeds have germinated.	Upright, after the seeds have germinated
Upright.	On its side for several days.

2. If a bean seed is planted in the position below, which direction will the root grow? (Choose A, B, C or D.)



3. Which direction will the stem grow? (Use the above choices.)

_____

4. Look at the bean seedling in picture one. Notice the mark on its root. When the bean seedling in picture one grows for two more days, it will look like which bean seedling in picture two?

_____

Picture One	Picture Two		
	A	B	C

SOMETHING EGGSTRA!!

Can you solve the word puzzles given below?

Each solution contains the word EGG somewhere in the answer word.

1. A promise of marriage. E _ G _ G _ _ _ _ _ _
2. A small animal like a porcupine. _ E _ G _ _ _ G
3. One who asks for alms, food, money. _ E G G _ _
4. Covering for legs _ E G G _ _ _ _
5. A girl's name. _ E G G _
6. To overstate. E _ _ G G _ _ _ _ _
7. A start or origin. _ E G _ _ _ _ _ G
8. Pretending, make-believe. _ E _ G _ _ _ G
9. Lowering in quality. _ E G _ _ _ _ _ G
10. Planning, designing roads, dams, machinery, etc. E _ G _ _ _ _ _ _ _ G
11. Ruling over. _ E _ G _ _ _ G
12. Set apart from. _ E G _ _ G _ _ _
13. Concerning, about. _ E G _ _ _ _ _ G
14. Promising, binding, agreeing _ _ E _ G _ _ G
15. Young bird ready to fly. _ _ E _ G _ _ _ G

ANSWERS: 1) engagement 2) hedgehog 3) beggar 4) leggings 5) Peggy 6) exaggerate 7) beginning 8) feigning 9) degrading 10) engineering 11) reigning 12) segregate 13) regarding 14) pledging 15) fledgling

SCRAMBLED EGGS

(and other good things to eat)

1. sockeoi _____

2. namoedel _____ 3. aronlag _____

4. ropnocp _____

5. etwespoestaot _____

6. cepaseh _____

7. starocr _____

8. aldas _____

9. rudstam _____ 10. pascut _____

11. gesg _____

12. ehesec _____ 13. desat _____ 14. mah _____

15. cirobloc _____

16. otedapseakotb _____

17. gatihestp _____

18. spelap _____

19. voilari _____ 20. ardeb _____

PROCLAIMING PREFIXES

A prefix is a letter or group of letters that is put in front of a word to change the meaning of the word. See how many words you can make by using these prefixes.

PRE -	UN -	RE -
prepare	uneasy	rebuild
pre	un	re
pre	un	re
pre	un	re
pre	un	re
pre	un	re
pre	un	re
pre	un	re
pre	un	re
pre	un	re

DE -	INTER -	TRANS -
derail	interstate	transport
de	inter	trans
de	inter	trans
de	inter	trans
de	inter	trans
de	inter	trans
de	inter	trans
de	inter	trans

Using the Dictionary

PART 3-DICTIONARY MASTERY

Exercise 8 - Spelling

The dictionary is also useful to give you the correct spelling of words.
Directions: Some words in the following lists are misspelled. Write all the incorrectly spelled words correctly.

LIST 1

lieutenant	quinine	pneumonia	diptheria
embarras	tantrum	batalion	ceiling
alright	receive	seperate	occurence

LIST 2

guarrantee	original	knowlege	surrender
turpentin	mammal	shellack	boulevard
cartridge	untill	recommend	reenter

LIST 3

locamotice	wooly	grammer	explanation
bycicle	chandelier	somersalt	ukelele
acomodation	referring	unless	greif

Exercise 9 - Syllables

Another help which the dictionary gives is to show you how to pronounce a word properly. One way to make the pronouncing of a word easier is to break the word up into several units. The dictionary always breaks the long words into parts which are called syllables. The dictionary shows the syllables like this:

Ex. railway - ral-wa city - ci-ti kimono - ki-mo-no

Exercise 10 - Accent Marks

You know that some syllables in words are spoken with more force than others. For example, in the word dinner, the first part of the word, "din", is spoken with more force than the last part, "ner". This can be shown easily by placing a mark on the syllable which is spoken with the greatest force. Accents are marked like this:

Ex. railway - ral´-wa city - ci´-ti kimono - ki mo´no

Exercise 11 - Diacritical Marks

One difficulty about our English language is that the vowel sounds are often different in different words. You will remember that the vowels are a, e, i, o, u. Each vowel has at least two different sounds and some have more. Each vowel has a sound like the name of its letter. When a vowel has a sound like the name of its letter, it is said to be the "long" sound of the vowel. So, in the word, pale, the a has the sound of the name of the letter a, or the long sound. In the word man, however, the a sound is said to be the short sound. A simple way to show how vowels should be pronounced is by these two marks:

long sound ā short sound ă

So, we can show the pronunciation of these two words this way:

pāl măn

You can show the pronunciation of many words with these marks alone. Most dictionaries have more methods of marking vowels than just these. Every dictionary explains its system of marking vowels somewhere, usually at the bottoms of the pages. To get some practice in the following exercise, you use only these two marks - which are called "diacritical marks" - to show the vowel sounds.

Exercise 13 - Word Practice in Syllables, Accents, Diacritical Marks

Directions: In the following lists of words, break each word into syllables, place the accent mark on the proper syllable, and mark all vowels with a long or short diacritical mark. Skip silent letters when you write the words:

LIST 1

comment	floral	provide	cosmetic
magnetic	disgrace	family	incriminate
pastel	intensive		

LIST 2

famish	magneto	unison	excommunicate
plaintiff	scientific	frustrate	plantation
calcimine	contrivance		

LIST 3

plaintive	random	unification	gratification
mosquito	nominal	sapphire	scintillate
gravitation			

Exercise 14 - Parts of Speech

The dictionary also shows which part of speech a word is. That means that it tells whether the word is a noun, pronoun, verb, adverb, adjective, preposition, conjunction, or interjection. These parts of speech are usually abbreviated like this:

noun: n. pronoun: pron. verb: v. adverb: adv.
adjective: adj. preposition: prep. interjection: interj.
conjunction: conj.

The part of speech is usually shown like this:

mag-net-ic (mag-net-ik), adj.

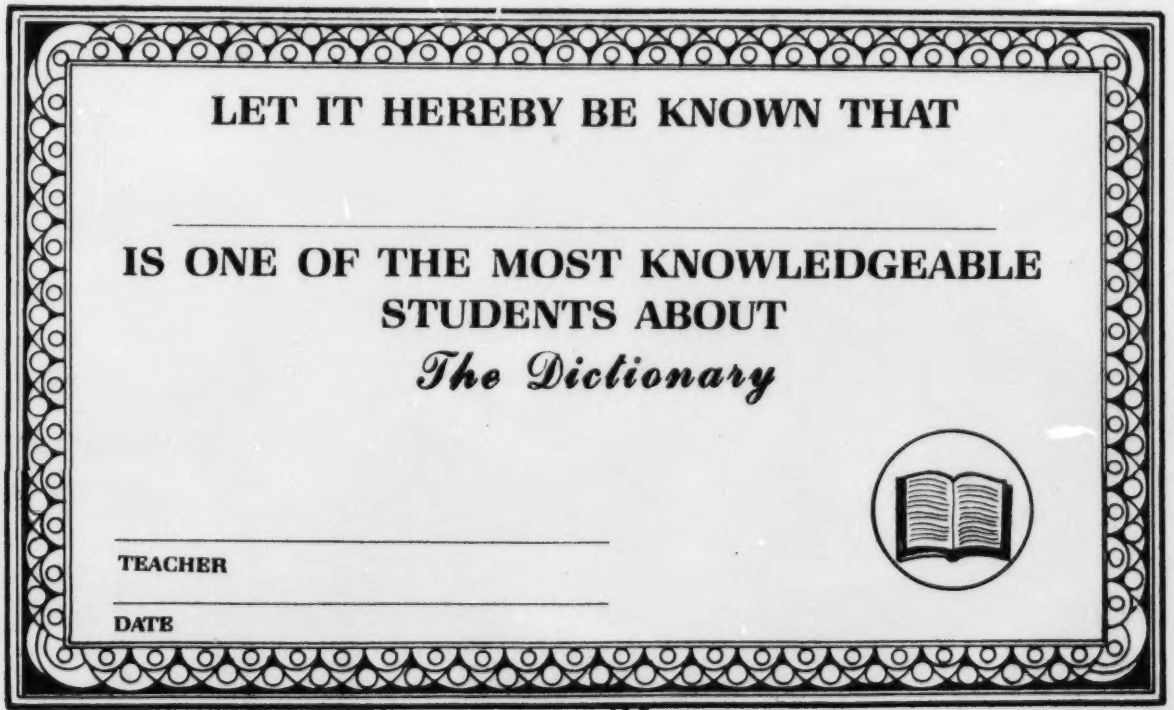
Directions: Write the part of speech of each of the words in the lists below.

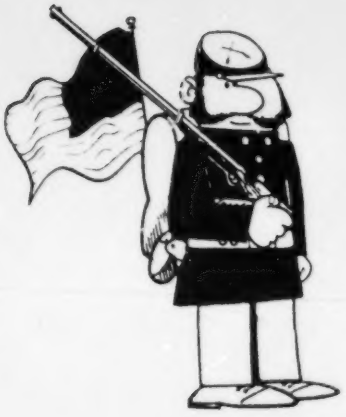
LIST 1

sardonic	sampam	pacify	allegedly
than	of	hello	ourselves
as	it	too	hassock

LIST 2

instill	burlap	commence	kangaroo
putty	annul	beige	strive
larceny	raiment	broil	algae

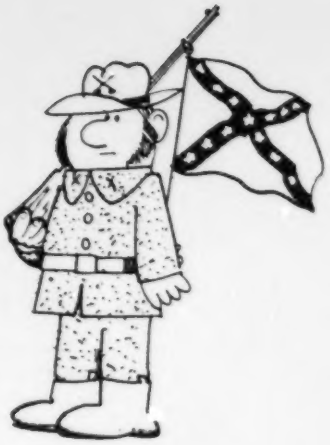




ANTONYM

Antonyms are words with opposite meanings. There are twenty-eight words below whose opposites are listed at the bottom of the page. Choose an antonym for each word and write it on the line.

ACTIVITY



1. noisy _____
2. simple _____
3. ugly _____
4. remember _____
5. bottom _____
6. broad _____
7. negative _____
8. separate _____
9. receive _____
10. question _____
11. danger _____
12. outside _____
13. private _____
14. hazy _____
15. shout _____
16. sweet _____
17. victory _____
18. ascending _____
19. wealthy _____
20. depart _____
21. beginning _____
22. cruel _____
23. dull _____
24. familiar _____

Word List

bitter	quiet	strange	reply	forget
whisper	safety	descending	complex	defeat
narrow	inside	poor	public	clear
positive	kind	arrive	ending	top
forget	join	give	sharp	

"3 for the money"

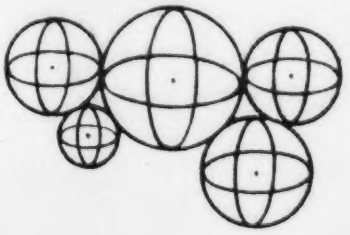
Use a syllable from each column below to form a three-syllable word in each row. Each syllable may be used only once.

Example: va ca tion 1. vacation

	A	B	C	
1.	va	ver	gard	1. _____
2.	choc	on	tion	2. _____
3.	tech	sid	ade	3. _____
4.	pul	ca	late	4. _____
5.	af	e	graph	5. _____
6.	fin	ter	ize	6. _____
7.	con	e	ist	7. _____
8.	stock	sta	cal	8. _____
9.	jour	o	print	9. _____
10.	mol	ni	er	10. _____
11.	lem	nal	cule	11. _____
12.	un	mar	ble	12. _____
13.	tel	ger	ket	13. _____
14.	dis	re	noon	14. _____

Challenge: Below you will find the first two syllables of some three-syllable words. Use your dictionary to correctly complete the word. Remember - the completed word will have three syllables. There is more than one possible answer to most examples, however, you must spell the completed word correctly to be right.

1. inter _____
2. tele _____
3. after _____
4. semi _____
5. astro _____



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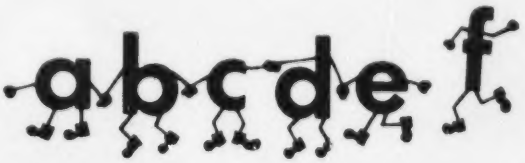
SPURRING ON...

ORIGINALITY

1. What would you like to be "recycled" as and why?
2. Imagine life without shoes.
3. Design your own fashions (for year 2000).
4. Design a new person.
5. If you could be frozen, when would you choose to be thawed out? What would life be like?
6. What is life like at the center of the earth?
7. If wheels did not exist, what would we do?
8. Design a machine to replace a teacher.
9. What would people do with another hand?
10. Spray-on clothes - what would they be like?
11. What would it be like if the world went backwards?
12. What would it be like to live in a shell?
13. What would happen if you could become invisible at will?
14. Design your own haunted house.
15. Design a new school.
16. Design new foods.
17. What if everyone walked backwards?
18. Design a part for 3 unlike things. Decide on a type of party, food, and games. (a boy, a sinking ship, and a blue tree) (a hockey stick, ice skate and a match)



SELF-PORTRAIT

Consider the words on the list and check how often you would like to have them describe you.

	Always	Usually	Sometimes	Never
Happy				
Friendly				
Sad				
Serious				
Sensitive				
Jealous				
Popular				
Shy				
Clumsy				
Show-off				
Afraid				
Kind				
Modest				
Proud				
Lazy				
Neat				
Thrifty				
Even-tempered				
Angry				
Moody				
Open-minded				
Unreasonable				
Demanding				
Honest				

WHO ARE YOU?

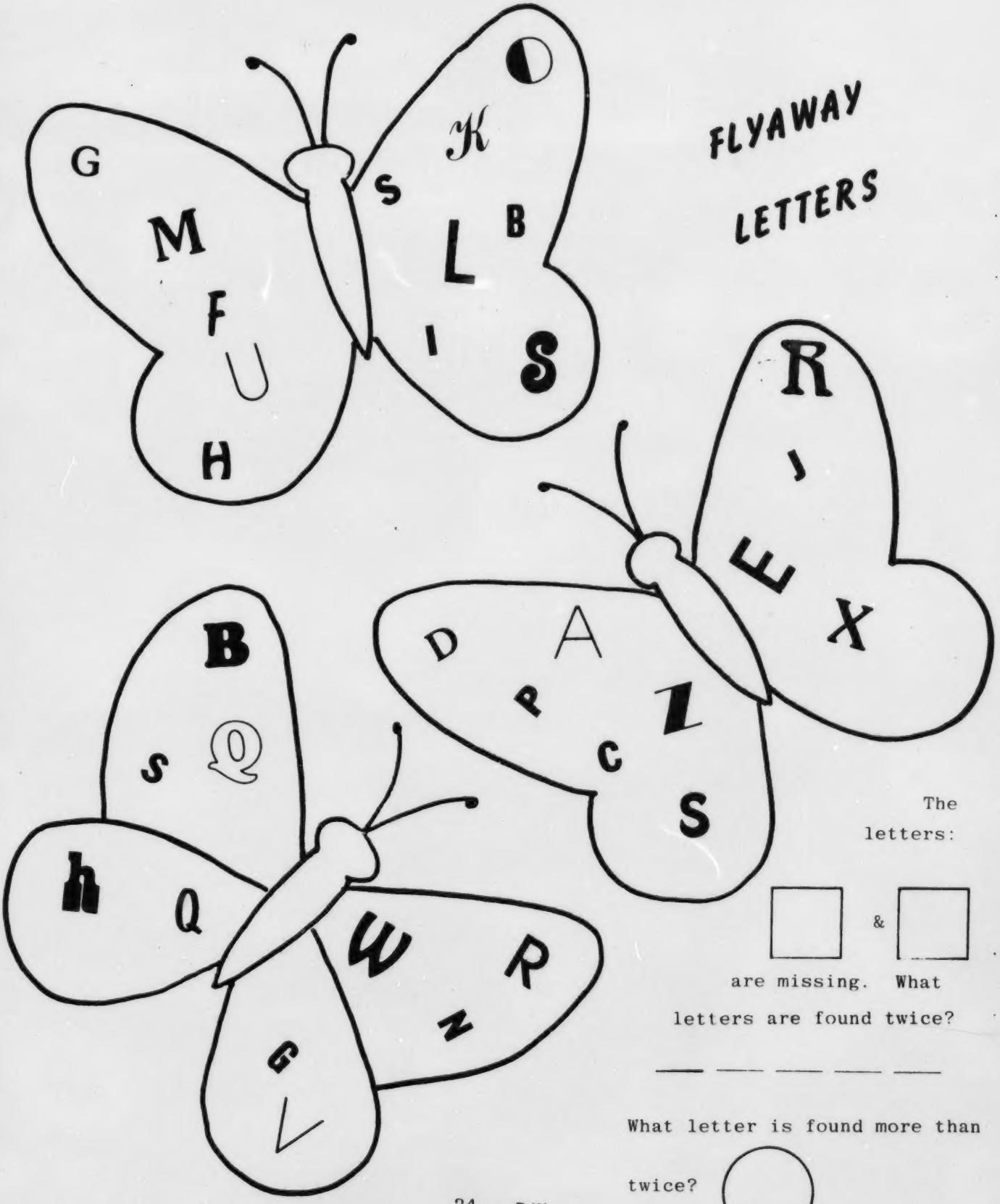
Tell something about yourself. In the columns below, list some information about yourself.

Put the information into the correct categories.

FACTS AND FIGURES	ACTIONS	FEELINGS

Use the information you have listed to write an essay, or maybe a poem, about yourself.

FLYAWAY LETTERS



The letters: ☐ & ☐ are missing. What letters are found twice?

___ ___ ___ ___ ___

What letter is found more than twice? ◯

SUPER SPORTS LIST

See how many of the lists below you can complete. Although some sports activities may fit several categories, use each activity only once. Where could you find more information if you are having difficulty completing any of the lists?

NAME 7 TEAM SPORTS

_____

_____

_____

_____

_____

_____

_____

NAME 5 SPORTS YOU CAN DO ALONE (You may do these with others, but they can be done alone.)

_____

_____

_____

_____

_____

NAME 5 WATER SPORTS

_____

_____

_____

_____

_____

NAME 3 WINTER SPORTS

_____

_____

_____

NAME 2 SPORTS YOU DO ABOVE THE GROUND

_____

_____

NAME 3 SPORTS IN WHICH ANIMALS ARE INCLUDED

_____

_____

_____

ADD 'EM UP

Give yourself 4 points for every correct answer. What is your score? _____ Take the quiz with a friend. Who can make the longest correct list in each section? Remember: you may not use the same sport in more than one list!

Merry Measuring

Cut a piece of string equal to your height.

Fold it in half. What can you find that is 1/2 your height?

Fold it in thirds. What can you find that is 1/3 your height? 1/4? 1/5?

What other discoveries can you make?

1/2 my height	1/3 my height	1/4 my height	1/5 my height	What other discoveries?

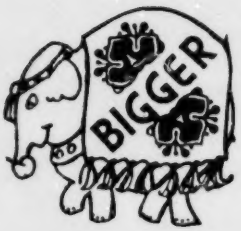
A string can be useful to measure around things or to measure objects that are irregular in shape. Once you find the size by using the length of the string as a measurement, how could you go about finding the measurement of the object in standard units, such as inches or centimeters?

Use this procedure to find the distance around a:

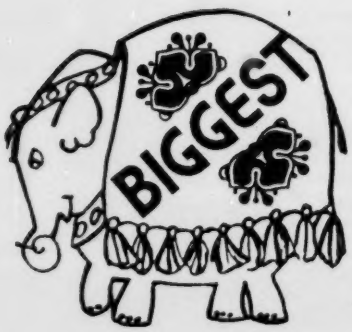
1. soccer ball _____ basketball _____ tennis ball _____ soft ball _____
2. shoe box _____ baseball bat _____ dinner plate _____ math book _____

MAKING NUMBERS GROW

1. How many years old are you? _____
2. How many months old are you? _____



3. How many weeks old are you? _____
4. How many days old are you? _____



5. HOW MANY HOURS OLD ARE YOU?

_____

6. HOW MANY MINUTES OLD ARE YOU?

_____

7. HOW MANY SECONDS OLD ARE YOU?

_____

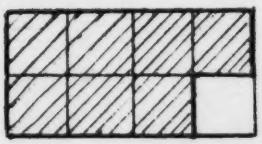
8. HOW MANY SECONDS IN 100 YEARS? _____
9. HOW MANY WEEKS IN ONE CENTURY? _____
10. HOW MANY DAYS IN A DECADE? _____

Make up some of your own questions. See if a friend can answer them.

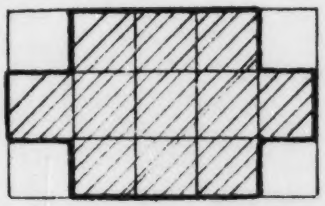
AREAS

DIRECTIONS: Give the area of each shaded region.

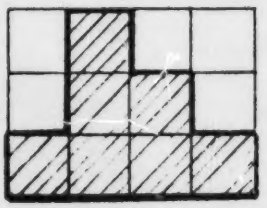
Use as your unit.



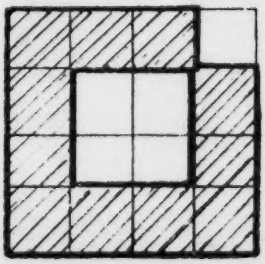
____square units



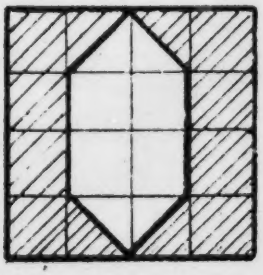
_____ square units



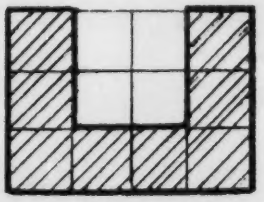
_____ square units



_____ square units



_____ square units



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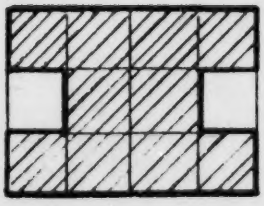

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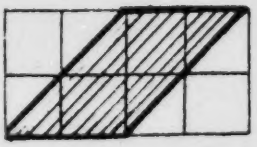

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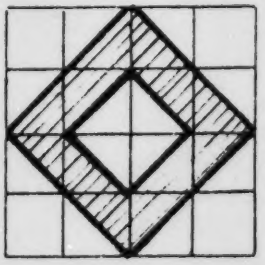

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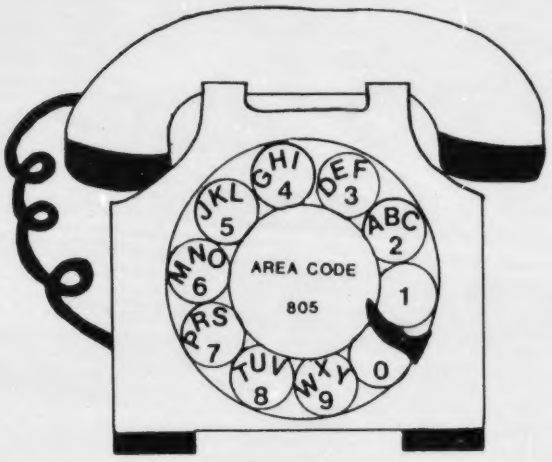


TELEPHONE MATH

On a separate piece of paper, rewrite these problems, substituting numbers in place of the letters. Each number is represented by the three letters in the same hole on the telephone dial. After you have rewritten the problem with numbers, find the solution.

Example: P O T + P A N is 7 6 8 + 7 2 6 = 1 4 9 4

1. Y O U + M E

2. C O L D - H O T

3. D O G + C A T

4. S M A L L - L A R G E

5. O U T + I N

6. M O O N - S U N

7. H A M + E G G

8. W I N T E R - S U M M E R

9. C A R + B U S

10. B L U E - R E D

11. L O V E + H A T E

12. M O T H E R - F A T H E R

Extra: Make up some problems of your own. What will you have to remember to do when you are writing a subtraction problem? How can you be sure your subtraction problem is solvable?

Add up the values of these words by finding their numerical value on the dial. Example: M A T H = 6 + 2 + 9 + 4 = 21

13. BANANA _____

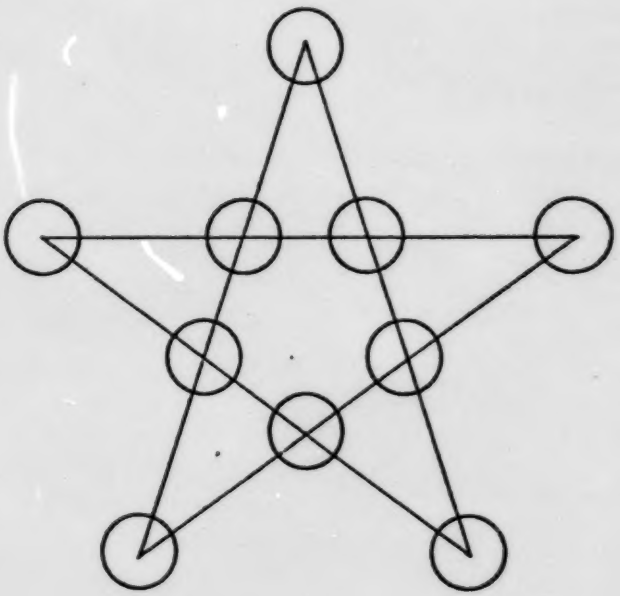
14. CHINESE _____

15. CACTUS _____

16. JACKET _____

THE MAGIC STAR ☆ ☆ ☆

Directions: Arrange the numbers in the circles below on the points of the intersections so that the four numbers on each full segment total 22.

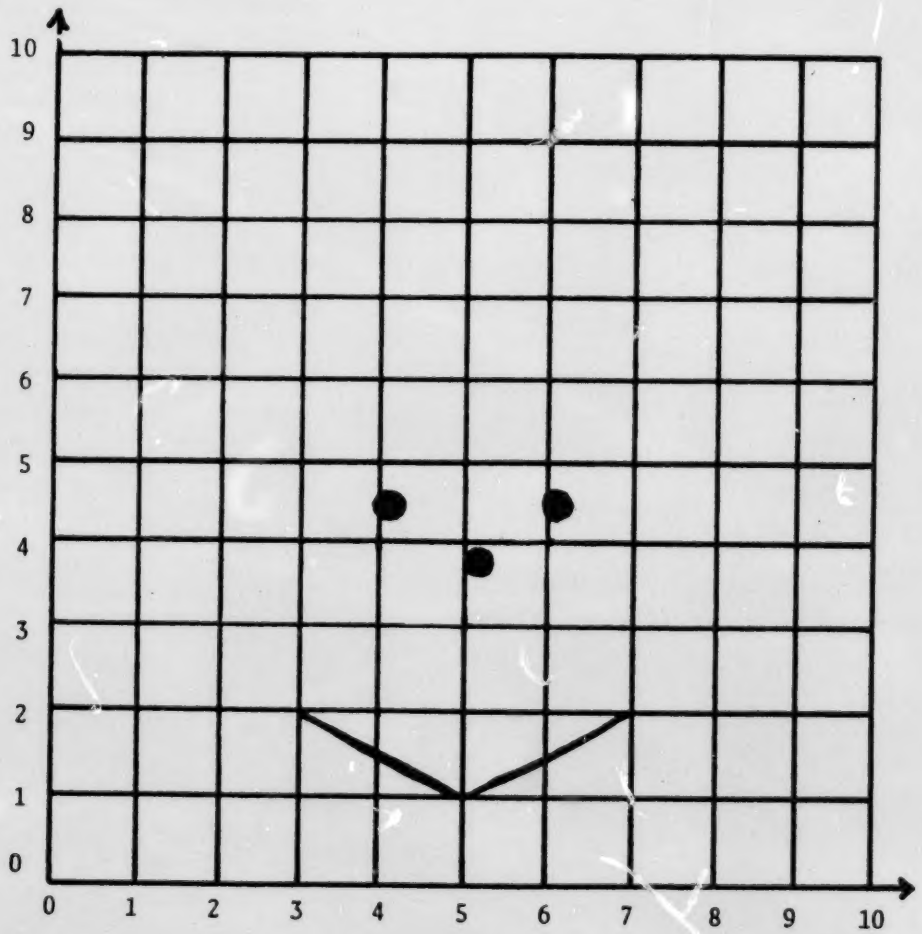


33

GRAPHING POINTS

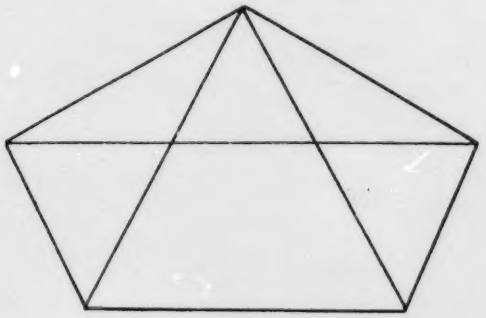
Graph the points. Connect the points in the order listed to form a picture.

A	(2,0)	J	(2,10)	S	(7,9½)	B_1	(9,1)
B	(1,1)	K	(4,9)	T	(8,8)	C_1	(8,0)
C	(1,2)	L	(4,8)	U	(7½,8)	D_1	(7,0)
D	(2½, 2½)	M	(4,7)	V	(7,6)	E_1	(6,0)
E	(3,3)	N	(4, 6½)	W	(8,5)	F_1	(5,0)
F	(2,4)	O	(6, 6½)	X	(8,4)	G_1	(4,0)
G	(2,5)	P	(6,7)	Y	(7,3)	H_1	(3,0)
H	(3,6)	Q	(6,8)	Z	(8,2½)	I_1	(2,0)
I	(2½, 8)	R	(6,9)	A_1	(9,2)		

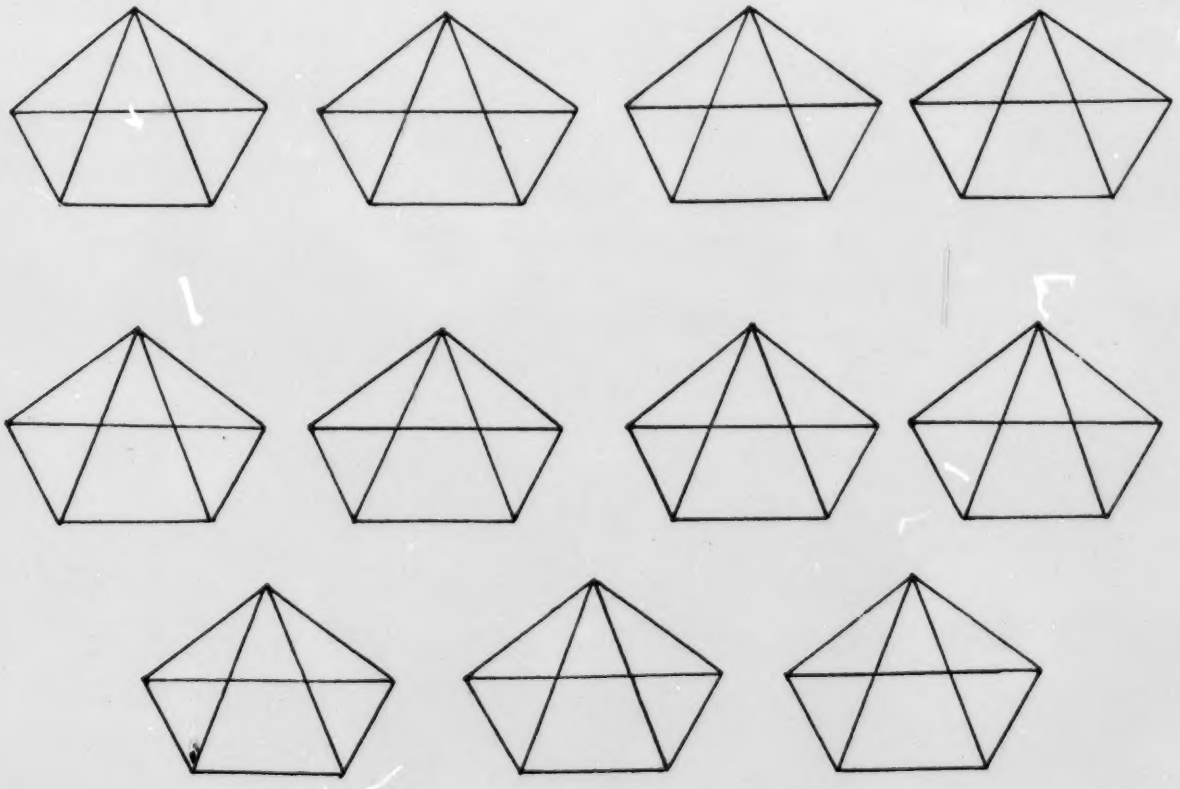


FUN with GEOMETRY

How many triangles are in this figure?

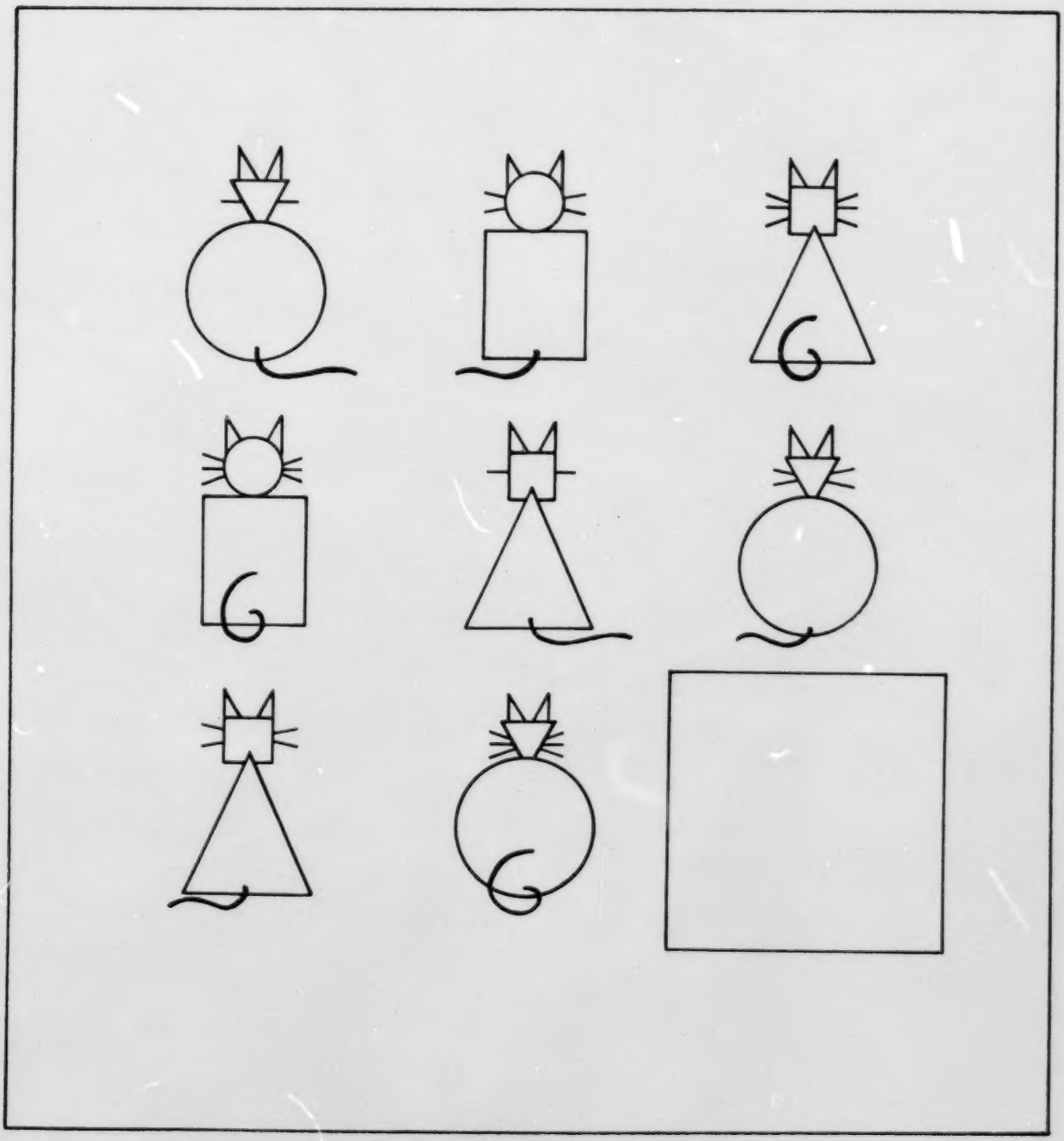


The following pentagons are smaller but they are the same shape and diagonals as those above. Color a different triangle in each drawing to prove your answer to the question above.



THE CASE OF THE MISSING CAT

Look at the cats in the illustration below. Then draw the missing cat. Explain on a separate piece of paper how you arrived at the design. Be ready to tell the teacher or the class all the steps you took.



Name _____

Percent Facts 1

Change percents to fractions and fractions to percents.

$16\frac{2}{3}\% =$	$87\frac{1}{2}\% =$	$\frac{2}{3} =$
$\frac{5}{6} =$	$\frac{1}{5} =$	$10\% =$
$80\% =$	$12\frac{1}{2}\% =$	$100\% =$
$75\% =$	$\frac{1}{4} =$	$\frac{5}{8} =$
$5\% =$	$\frac{9}{10} =$	$\frac{1}{2} =$
$\frac{3}{5} =$	$33\frac{1}{3}\% =$	$\frac{3}{8} =$
$40\% =$	$70\% =$	$\frac{3}{10} =$

Name _____

Percent Facts 2

Change percents to fractions and fractions to percents.

$30\% =$	$37\frac{1}{2}\% =$	$\frac{1}{10} =$
$200\% =$	$\frac{1}{8} =$	$\frac{4}{5} =$
$\frac{7}{8} =$	$25\% =$	$\frac{3}{4} =$
$20\% =$	$90\% =$	$\frac{1}{20} =$
$\frac{1}{3} =$	$\frac{1}{6} =$	$60\% =$
$\frac{7}{10} =$	$83\frac{1}{3}\% =$	$62\frac{1}{2}\% =$
$\frac{2}{5} =$	$66\frac{2}{3}\% =$	$50\% =$

Name _____ Percent Facts 3

Change percents to fractions and fractions to percents.

90% =	$33\frac{1}{3}\%$ =	$\frac{7}{10}$ =
2 =	$\frac{4}{5}$ =	$\frac{2}{3}$ =
50% =	$87\frac{1}{2}\%$ =	$83\frac{1}{3}\%$ =
$\frac{1}{6}$ =	$\frac{1}{5}$ =	40% =
$\frac{3}{4}$ =	25% =	$\frac{3}{8}$ =
$12\frac{1}{2}\%$ =	$\frac{5}{8}$ =	$\frac{3}{10}$ =
60% =	10% =	5% =

Name _____

Percent Facts 4

30% =	$\frac{1}{20}$ =	70% =
$\frac{9}{10}$ =	400% =	75% =
80% =	$\frac{1}{2}$ =	$\frac{1}{8}$ =
$\frac{7}{8}$ =	$16\frac{2}{3}\%$ =	$\frac{3}{5}$ =
$62\frac{1}{2}\%$ =	$\frac{1}{3}$ =	$66\frac{2}{3}\%$ =
$\frac{1}{10}$ =	20% =	$\frac{5}{6}$ =
$37\frac{1}{2}\%$ =	$\frac{1}{4}$ =	$\frac{2}{5}$ =

Lead-up Games for Team Sports

All team sports in the junior high and high schools have their beginnings in the skills developed in the primary and intermediate grades. Before students are ready for team sports, they must have developed an adequate degree of proficiency in the basic skills.

The lead-up games help to build these important skills. Students will enjoy playing these games and, at the same time, will be improving their skills and knowledge through a well-rounded physical education program.

SOFTBALL

Name: TWENTY-FIVE THROWS

Outcomes: Physical Fitness: arm and shoulder development
Motor Perception: directionality
Movement Skills: reception, propulsion

Equipment: Softballs

Formation: Single circles, facing in

How to Play: On signal, the player holding the ball throws it to a teammate who is not immediately on either side of him. The object of the game is to complete 25 consecutive throws and catches before an opposing team does. If the ball is dropped or misthrown, the count must begin over again at one.

SOFTBALL

Name: ONE TRIP

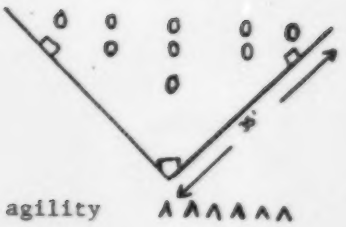
Outcome: Physical Fitness: arm and shoulder development
Motor Perception: directionality
Movement Skills: reception, propulsion

Equipment: Softballs

Formation: Teams in single circles, facing in

How to Play: On signal, the ball is thrown to successive players around the circle. The object of the game is to complete the circuit of all players before an opposing team does. If the ball is not caught before it strikes the ground, or if the consecutive order is not maintained, the ball must be returned to the first player and the count begun over again.

SOFTBALL



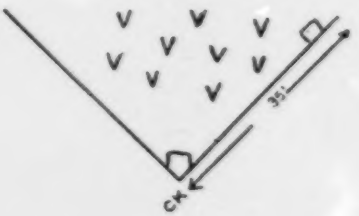
Name: THREE BASE BEAT BALL

Outcomes: Physical Fitness: trunk and leg development, agility
Motor Perception: directionality
Movement Skills: locomotion, reception, propulsion

Equipment: Playground ball or soccerball, 3 bases

Formation: Two teams, one at bat, the other in the field--each consecutively numbered for kicking order.

How to play: The kicker places the ball on home base and kicks it into the field. He then runs a complete circuit of the three bases. The fielder who catches the ball stands straight holding the ball in front of him as the rest of his teammates align themselves behind him. If the runner completes his circuit of the bases before the fielders are lined up, he scores one point; if not, no points are awarded. After each player on one team has had his turn to kick, the two teams exchange places.



SOFTBALL

Name: KICK THE OLD CAT

Outcomes: Physical Fitness: arm, shoulder, trunk, and leg development, agility
Motor Perception: directionality
Movement Skills: locomotion, reception, propulsion

Equipment: Playground ball or soccer ball and 2 bases

Formation: Similar to softball

How to play: There is one kicker, and one catcher. The rest of the players, numbered consecutively, are designated as fielders. The kicker places the ball on home plate. After kicking it, he must run to the base, touch it, and return home. If he does so before the ball is returned to the catcher touching home plate, he receives another turn. If he fails, he is out. He is also out if he kicks a fly ball which is caught before it touches the ground. After an out, the kicker becomes the last fielder and the other players advance one position. The catcher becomes the new kicker.

ANIMAL HUNT

Directions: Find all the names of the animals in the Word List. *Extra:* Then write the names in alphabetical order.

C L E O P A R D J U D O
Q J P A L L I R O G O C
B A Y N F M O L E H O E
V C T T A O G O K H R L
P K T E W Q X L O S A O
A A B A D G E R Z O G T
N L P T O N S E A L N I
T X L E F E Y A K A A G
H L L R A G U O C V K E
E R H I N O C E R O S R
R F L O W K S Z E B R A

38

WORD LIST

Anteater
Zebra
Cougar
Mole
Horse
Badger
Wolf
Kangaroo
Ocelot
Leopard
Elk
Jackal
Fox
Tiger
Yak
Rhinoceros
Gorilla
Panther
Seal

41

42

LEISURE TIME ACTIVITIES

PURPOSE

To make the student aware of the term "leisure time" and discover how it plays an important part in the lives of each of us, our family, and our community.

MATERIALS

1. Paper.
2. Pencil.
3. Dictionary.
4. Folder for students' work.

INTRODUCTION

Say: "Today we begin to explore the field of leisure time occupations. Let's take time now to discuss what we as individuals enjoy doing with our free time and how we feel leisure time activities contribute to our family and community."

CLASS ACTIVITIES

1. Have students look up the words leisure and recreation and write the definitions.
2. Task cards
3. List leisure time activities on the board as students discuss how they and their families spend their free time.
4. Have students fold their paper in half and list in the first column the activities they like to do as an individual, and in the second column the activities the family participates in together.
5. Have the students write a paragraph on what it would be like if they had no leisure time.
6. Discuss how leisure time activities affect their community. What would our city be like if few leisure activities were available?

SUMMARY

1. Discussion of the students' lists emphasizing the impact of leisure time activities in each of their lives.
2. Read paragraphs.
3. Individual reports from students using task cards.

Excerpts from:
"Leisure Time Occupations" To order the complete unit, request:

PROJECT CHOICE #53, A CAREER EDUCATION UNIT FOR GRADES 4-6, OFFICE OF THE KERN COUNTY SUPERINTENDENT OF SCHOOLS, 5801 SUNDALE AVENUE, BAKERSFIELD, CA 93309

You need:

1. Paper
2. Pencil

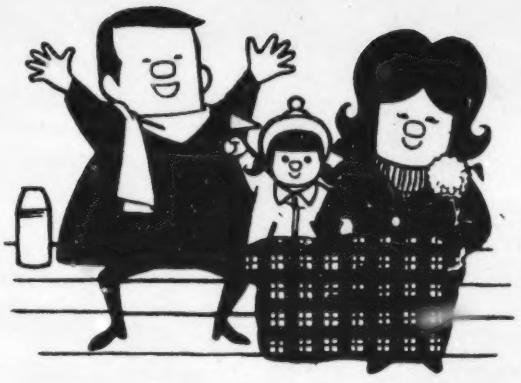
Describe what you think the world would be like if there were no leisure time and everyone had to work or sleep all the time.

If you are having trouble imagining such a situation, think about:

1. Physical health
2. Mental health
3. Attitude toward family and friends
4. Personalities

Report your thoughts to the class.

FAMILY LEISURE TIME



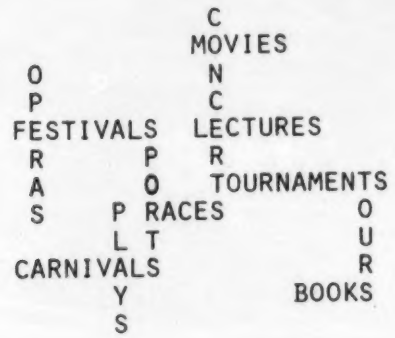
People enjoy their leisure time in many ways. Leisure time activities give families the opportunity to have fun together. On your paper write the title, My Family's Leisure Time Activities. Under the title list the activities that your family enjoys. This list may help.

-go to the zoo	-go to a baseball game	-go to a play
-go hiking	-take trips	-ride bicycles
-go sailing	-go fishing	-go swimming
-watch TV	-go camping	-go to a museum
-go to a movie	-play card games	
-play tennis	-play ping-pong	

Be sure to include any activities that your family does that are not listed here.

Answer this question: Why do families participate in leisure time activities?

WHAT'S GOING ON AROUND TOWN !!!



You need:

1. Sunday newspaper
2. Scissors

Every Sunday the Bakersfield papers feature all the leisure time events for the coming week and month. Don't overlook any section of the paper, because leisure time opportunities are throughout the whole paper. Cut out all articles and advertisements for leisure time activities. Sports, entertainment and movies can be used. Share your stack of articles with the class so they will be more aware of what's going on in Kern County.

P.S. You might have to borrow the neighbor's paper, because some articles might be back-to-back!

PURPOSE To familiarize the student with the variety of leisure time activities that Kern County offers its citizens.

MATERIALS

1. Brochures from various commercial, private, municipal and travelers information bureaus.
2. Agency Information Sheet #1
3. Task cards

INTRODUCTION Say: "Yesterday we discussed how individuals and families spend their leisure time. Now let's investigate the leisure time activities that are available in our city."

CLASS

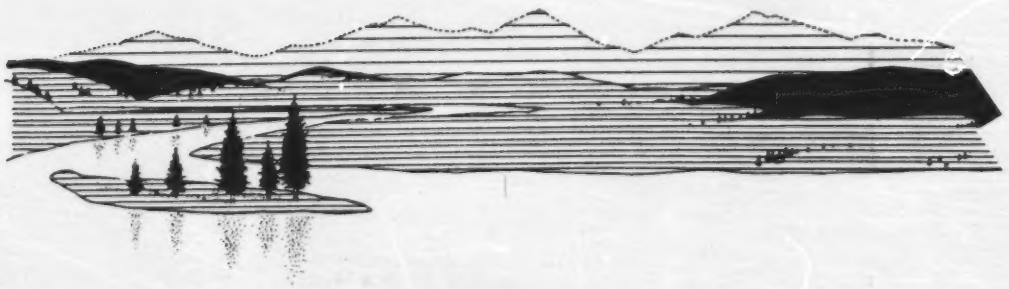
1. Give students opportunity to see brochures.
2. On the chalk board make three columns. At the top of each column write the words, Free - Pay - Membership. As the students name different activities list the activity in the appropriate column. Example:

Free	Pay	Membership
Beach	Magic Mountain	Health Clubs
Park	Pioneer Village	Golf Courses
Playgrounds	Tule Elk Reserve	YMCA
Recreation Center	Golden Hills, Bear Valley, Stallion Springs Golf Courses	Tennis Clubs
Hobbies		Racquetball Clubs
Hiking		Kern Boat & Ski Club
Camping		

3. Work on task cards.

SUMMARY

1. Review lists of leisure time activities.
2. Call attention to the wide variety of opportunities available to Kern County citizens and visitors.
3. Hear task card reports.



PURPOSE — To broaden the students' understanding of how a city's leisure activities are related to the climate and terrain.

MATERIALS

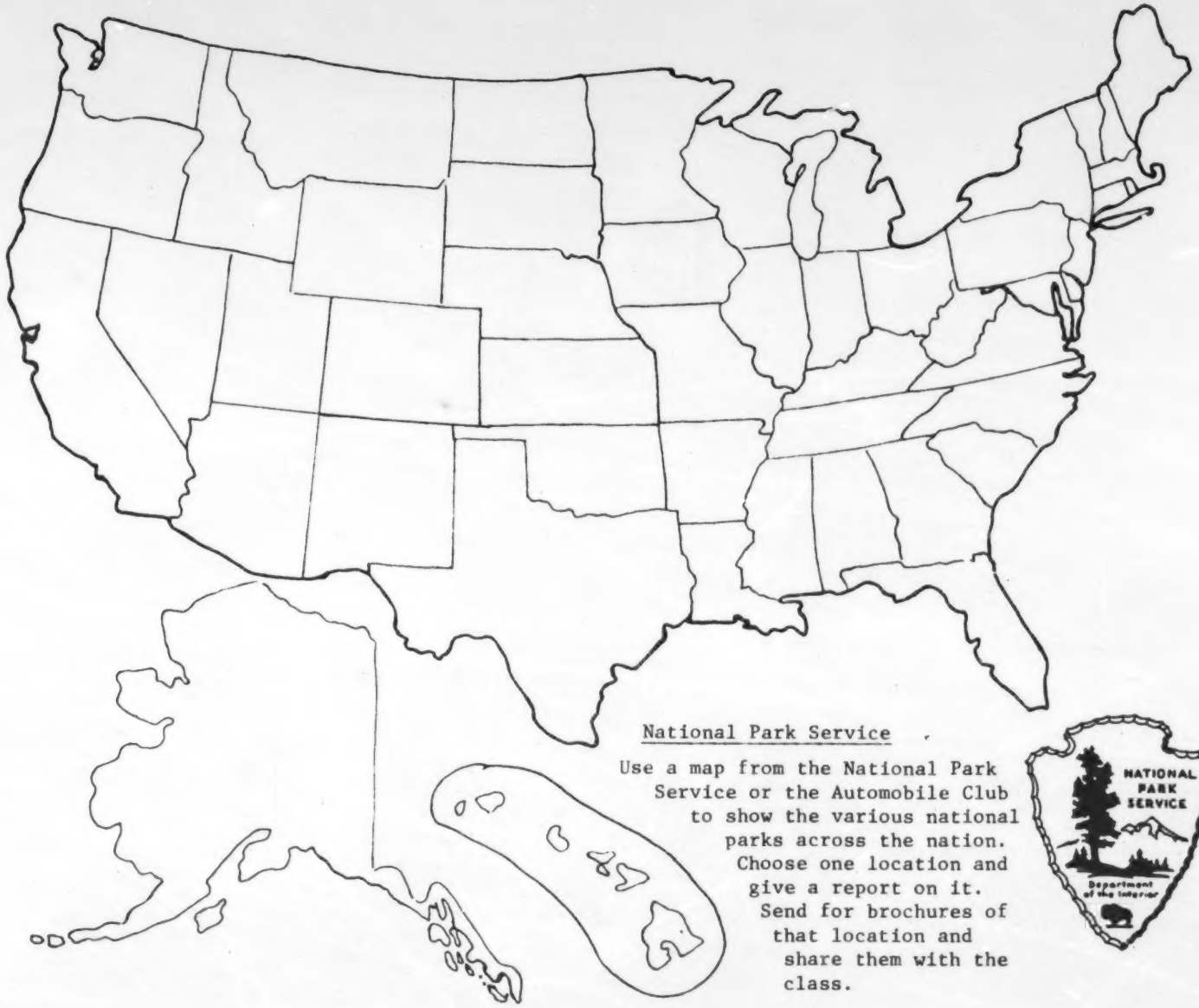
1. United States topographical map.
2. Weather report out of newspaper.
3. Task cards
4. Paper, pencil.

INTRODUCTION — Say: "Today we are going to look outside of Kern County and investigate the leisure activities of other parts of the nation." Ask question, "How many of you have ever lived outside of Kern County? What type of leisure activities were available there that are not available in Kern County?"

CLASS ACTIVITIES

1. After opening discussion bring out a topographical map and show the students the different types of terrain and climate represented. Discuss which climates are suitable for certain activities. Example: A surfer might feel lost in Colorado, but what leisure activity is especially popular there?
2. Clip the weather report for the nation out of the newspaper and read some of the extreme conditions throughout the country. Ask the students to name some of the activities that would be suitable for a particular area judging from the weather report and the map.
3. Do task cards.
4. Write a paragraph on: "Why I would prefer to live in _____," Emphasize that the reason is to be related to leisure time activites.

SUMMARY — Have students read their paragraphs, and use them to stimulate group discussion.



National Park Service

Use a map from the National Park Service or the Automobile Club to show the various national parks across the nation. Choose one location and give a report on it. Send for brochures of that location and share them with the class.

Information Sheet

OPPORTUNITIES ARE EVERYWHERE IN RECREATION

Arborist
Arts and Crafts Director
Athletic Coach
Athletic Instructor

Boat Operator

Campcraft Instructor
Community Recreation Consultant
Cooking Specialist
Coordinator of Leisure Time and Recreation
Curator

Dance Instructor
Deck Hand--Historic Ships
Director of Recreation and Camping
District Aquatic Supervisor
Dramatics Coach

Exhibit Specialist

Forester

Golf Course Architect
Groundsman

Historical Monument Guide
Horticultural Technician

Information Officer

Junior Landscape Designer

Land Agent
Lifeguard
Lifeguard Supervisor

Nature Counselor

Outdoor Education Coordinator

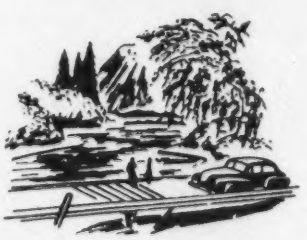
Park Aid
Park Attendant
Park Automobile Mechanic
Park Clerical Aid
Park Consultant
Park Dispatcher
Park Equipment Operator
Park Guide
Park Maintenance Foreman
Park Manager
Park Naturalist
Park Ranger
Park Supervisor
Physical Education Instructor
Playground Assistant
Playground Consultant
Playground Supervisor
Pool Director
Property Clerk
Public Relations Director

Ranger Naturalist
Recreation Manager
Recreation Planner
Recreation Resource Specialist
Recreation Specialist
Recreation Therapist
Rifle Instructor

Snow Safety Specialist
Sports Director
Survival Instructor

Trail Guide

Waterfront Supervisor
Water Safety Specialist
Wilderness Technician
Woodcraft Counselor



PURPOSE

Make the students aware of all the jobs that are involved in order for a leisure activity to take place.

MATERIALS

1. Paper, pencil, chalk.
2. List of employee titles from various agencies.
3. Recreation Career Opportunities Information Sheet #2,
4. Task cards

INTRODUCTION

Say: "We have been discussing the different leisure activities for several days. Let's take time to consider all the people who make these activities possible."

CLASS ACTIVITIES

1. For demonstration purpose you could choose an activity such as sports fishing. Discuss and list on the chalkboard all the people that make the activity possible.

   People are needed for these aspects of sports fishing:

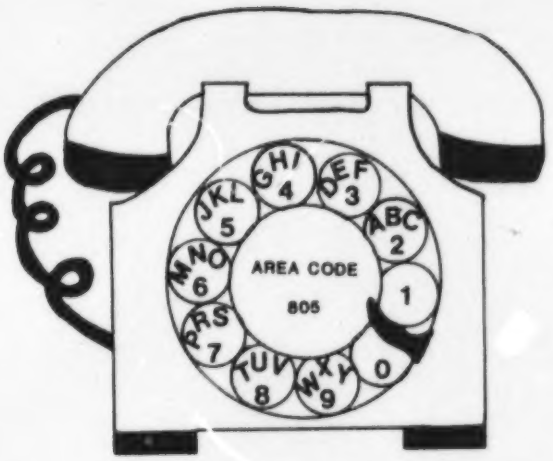
   Marina to keep the boat.
   A captain for the boat trained by a qualified person on sea safety and navigation.
   Harbor gas station.
   Bait tanks.
   Salesperson for boat.
   Salesperson for fishing equipment.
   Engineers to design boat.
   Boat builders.
   License for boat.
   License for fishing.

2. Have the students get in groups of three. Tell them to choose an activity. Tell the students they are going to have a contest to see which group comes up with the most jobs connected with their activity.
3. Make sure all groups have their activity chosen and give them the READY, GO! signal.

SUMMARY

Have each group count the people on their list at the end of five minutes. Encourage discussion as each group reads their list.

LET YOUR FINGERS DO THE WALKING



You need:

1. Telephone book
2. Paper
3. Pencil
4. You will need help from one or two others

The telephone book contains a wealth of information and can be one of your best friends if you're looking for a job! All items that are listed in the yellow pages are listed alphabetically in the green pages, in front of the yellow pages. Choose six letters in the alphabet and list all agencies under those letters that offer or contribute to leisure time activities. Remember leisure time activities provide leisure time occupations. Show the class your list.

LEISURE OCCUPATIONS SCRAPBOOK

You need:

1. construction paper
2. scissors
3. glue
4. magazines
5. newspapers
6. felt tip pen

Your interests in leisure time activities are different from others. We are all individuals and enjoy participating in the activities that satisfy our needs. Make a scrapbook of all the leisure time activities that you enjoy. Include the activities that you enjoy doing with your family. You may want to use pictures from magazines or drawings you've done. Share your scrapbook with the class.

LEISURE OCCUPATIONS BULLETIN BOARD

You need:

1. magazines
2. newspapers
3. brochures
4. posters
5. scissors
6. pins
7. helpers, if you like

Choose a theme.

Look through magazines, brochures or newspapers and collect leisure time articles or pictures. Arrange them neatly on a bulletin board.

Suggestions for themes:

1. all sports
2. different types of leisure activities such as sailing, skiing, hiking, bicycling
3. people working in the leisure time occupations

HOW MUCH DOES IT COST?

You need:

1. Paper
2. Pencil
3. A partner
4. A trip to the store

We have been learning about the leisure time occupations and all the activities they provide. One of the largest businesses connected with leisure time is the manufacturing and selling of the equipment and clothing necessary for participation in an activity. Choose an activity that interests both you and your partner:

1. Go to a merchant that sells the equipment and price all the items necessary for your activity.
2. If you like, each of you choose a different activity and compare.
3. Some ideas: scuba diving, archery, surfing, deep sea fishing, sky diving or skiing.

What did you learn from this lesson? Is all the equipment the same price or did you find a range of different prices? Report your information to the class.

Intermediate

"SPONGE" ACTIVITIES

In every school day, there are those odd-shaped minutes - when certain students, or the whole class, find a little extra time to fill. These stray moments can add up to a lot of lost time over a few days - but the creative, on-your-toes teacher will find many rewarding ways to turn that wasted time into valuable learning time.

Here are some suggestions that might help you to utilize the students' total time in school for maximum learning. We think both you and the students will find them interesting and exciting. Soon, you will be creating your own.

1. List the mountain ranges of the U.S.
2. Write the twelve months of the year correctly. Stand up as soon as you are finished.
3. Make a list of five things you do after school.
4. List one proper noun for each letter of the alphabet.
5. Write one kind of food beginning with each letter of the alphabet.
6. Name as many holidays as you can.
7. How far can you count and write down by 6's?
8. Name as many balls as you can that are used in sports games.
9. List as many U.S. presidents as you can.
10. List all the work tools you can think of.
11. List as many makes of cars as you can.
12. Name all the colors you know. Can you name one that no one else knows?
13. How many parts of an auto can you list?
14. How many animals can you list that begin with vowels?
15. List as many kinds of trees as you can.
16. Name as many countries of the world as you can.
17. List as many personal pronouns as you can.
18. List as many different kinds of transportation as you can.
19. How many different kinds of languages can you name?
20. Write as many homonyms as you can. Example: past/passed.